

Schedule Status:

FORMULA

Application ID:



Organization:

ESC Region:

Vendor ID:

County-District:

School Year:

Name of Grant Program

General Information

GS2110 - Contact Information

Part 1: Organization Information

Applicant

Organization Name

Mailing Address Line-1

Mailing Address Line-2

City

State

Zip Code

Part 2: LEA Contacts

Primary Contact

| | | | | | | |
|------------|----------|---------|-----------|----------|---------------|----------|
| First Name | 30 of 30 | Initial | Last Name | 30 of 30 | Title | 40 of 40 |
| Telephone | Ext. | Fax | Email | 60 of 60 | Confirm Email | 60 of 60 |

Secondary Contact

| | | | | | | |
|------------|----------|---------|-----------|----------|---------------|----------|
| First Name | 30 of 30 | Initial | Last Name | 30 of 30 | Title | 40 of 40 |
| Telephone | Ext. | Fax | Email | 60 of 60 | Confirm Email | 60 of 60 |

Additional Contacts - Provide only if your district has different contacts for each program

| Program | Name | Telephone | Ext. | E-Mail |
|-------------------|------|-----------|------|--------|
| Title I, Part A | | | | |
| Title I, Part C | | | | |
| Title I, Part D | | | | |
| Title II, Part A | | | | |
| Title II, Part D | | | | |
| Title III, Part A | | | | |
| Title IV, Part A | | | | |
| Title V, Part A | | | | |
| Title IX | | | | |
| Homeless Students | | | | |

| | | | | | |
|--|--|--|--|--|---|
| Schedule Status: | | <Selection_Process> | | Application ID: | |
| | | Organization: Campus/Site: Vendor ID: | | County District: ESC Region: School Year: | |
| SAS#: NCLBAAXX | | | | | |
| <Name of Grant Program> | | | | | |
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| Table of Contents | | PR1000 Title I, Part A | | | Instructions |
| Part 1: Private Nonprofit School Participation | | | | | |
| Did private nonprofit schools participate? | | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Consultation | | | | | Number |
| 1. | Participating Private Nonprofit Schools That Received Equitable Services | | | | |
| 2. | Months the LEA Had Ongoing Consultation with the Private Nonprofit Schools | | | | |
| | <input type="checkbox"/> January <input type="checkbox"/> July | <input type="checkbox"/> February <input type="checkbox"/> August | <input type="checkbox"/> March <input type="checkbox"/> September | <input type="checkbox"/> April <input type="checkbox"/> October | <input type="checkbox"/> May <input type="checkbox"/> November |
| | | | | <input type="checkbox"/> June <input type="checkbox"/> December | |
| Inventory | | | | | <input type="checkbox"/> Not Applicable |
| 3. | Position of the LEA Person Responsible for Maintaining Auditable Records and Labeling the LEA Material and Equipment Housed at the Participating Private Nonprofit Schools | | | | |
| 4. | Dates Inventory Was Conducted at the Private Nonprofit Schools (At least one date is required) | | | | |
| | | | | | |
| Part 2: Estimated Expenditures from Title I, Part A, Funds Reserved at LEA Level | | | | | |
| | | | | | Expenditures |
| 1. | LEA Parental Involvement activities (Minimum 1% required if current-year entitlement exceeds \$500,000. At least 95% of the 1% must be allocated to Title I, Part A, campuses. This 95% of the 1% is over and above the regular Title I, Part A, campus allocation.) | | | | |
| 2. | Title I, Part A, Services to Eligible Private Nonprofit School Students , Not Including Administration | | | | |
| 3. | Preschool programs | | | | |
| 4. | Administration of Title I, Part A, programs (including administration of Title I, Part A, programs for eligible private school students and students at facilities for neglected and delinquent) | | | | |
| 5. | LEA Professional development activities | | | | |
| 6. | Services to Homeless Students Attending Campuses Not Served by Title I, Part A | | | | |
| 7. | Services to Students Residing in Local Facilities for the Neglected | | | | |
| 8. | Services to Students Residing in Local Facilities for the Delinquent | | | | |
| 9. | Transportation for Foster Care children | | | | |
| 10. | Other (Specify): | | | | |
| Part 3: Schoolwide Campus Programs | | | | | |
| 1. | Estimated Total Title I, Part A, Expenditures from Schoolwide Campus Budgets | | | | |
| Part 4: Targeted Assistance Campus Programs | | | | | |
| 1. | Estimated Total Title I, Part A, Expenditures from Targeted Assistance Campus Budgets | | | | |
| Total | | | | | |
| Total Title I, Part A, Estimated Expenditures for Parts 2 through 4 | | | | | |
| Part 5: High-Quality Professional Development | | | | | |
| 1. | Total Number of Teachers in the LEA (inclusive of Title I campuses and non-Title I campuses) | | | | |
| 2. | Number (Title I and non-Title I) Reported Above Who Participated in High-quality Professional Development Activities (as defined by P.L. 107-110, Section 9101) During 20XX-20XX | | | | |
| | | | | | |

Schedule Status:

<Selection_Process>

Application ID:

TE

eGrants Application

TEXAS EDUCATION AGENCY

Organization:

Campus/Site:

SAS#: NCLBAAXX

Vendor ID:

County District:

ESC Region:

School Year:

<Name of Grant Program>

Printable Version

Compliance Report

Save

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PR1000 Title I, Part A

Instructions

Part 6: Students by Special Populations

1.

Number of Students for the Following

A. Students with One or More Disabilities

B. Limited English Proficient

C. Migrant

Number of Students

Part 7: Federally Funded Staff on a Targeted Assistance Program

1.

Federally Funded Staff Assigned to a Targeted Assistance Program


A. Administrator


B. Teacher


C. Clerical Support Staff

Number of FTEs


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| Part 8: Student Participation | | | | | |
| | | Schoolwide Program | Targeted Assistance (TA) Program | Private Nonprofit Schools | Local Facilities for Neglected |
| By Grade | | | | | |
| Ages 0-2 | | | | | |
| Ages 3-5 | | | | | |
| Kindergarten | | | | | |
| Grade 1 | | | | | |
| Grade 2 | | | | | |
| Grade 3 | | | | | |
| Grade 4 | | | | | |
| Grade 5 | | | | | |
| Grade 6 | | | | | |
| Grade 7 | | | | | |
| Grade 8 | | | | | |
| Grade 9 | | | | | |
| Grade 10 | | | | | |
| Grade 11 | | | | | |
| Grade 12 | | | | | |
| Ungraded | | | | | |
| Total | | | | | |
| By Gender | | | | | |
| Male | | | | | |
| Female | | | | | |
| Total | | | | | |
| By Ethnicity | | | | | |
| American Indian/Alaskan Native | | | | | |
| Asian | | | | | |
| Black/African American | | | | | |
| Hispanic/Latino | | | | | |
| Native Hawaiian/Other Pacific Islander | | | | | |
| White | | | | | |
| Two or More Races | | | | | |
| Total | | | | | |
| By Type of Instructional Service – TA Only | | | | | |
| Reading/Language Arts | | | | | |
| Mathematics | | | | | |
| Social Studies | | | | | |
| Science | | | | | |
| Vocational/Career | | | | | |
| Other | | | | | |
| By Type of Support Service – TA Only | | | | | |
| Guidance/Counseling | | | | | |
| Health/Dental/Eye Care | | | | | |
| Other | | | | | |


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| Part 9: Program Implementation | | | |
| Requirement | | Compliance Status | |
| Program Coordination/Integration | | | |
| 1. | The LEA coordinates and integrates Title I, Part A, services with other educational services in the LEA or individual school, such as Head Start, Even Start, Reading First, Early Reading First, and other preschool programs, and services for children with limited English proficiency or with disabilities, migratory children, neglected or delinquent youth, Indian children served under Part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, to eliminate duplication, and to reduce fragmentation of the instructional program. [P.L. 107-110, Section 1112(b)(1)(E)] | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | |
| <input type="checkbox"/> Meeting agendas, sign-in sheets, and meeting notes from LEA planning process | | | |
| <input type="checkbox"/> LEA plan showing program descriptions and outlining use of funds | | | |
| <input type="checkbox"/> Other: | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | 500 of 500 |
| | | | |
| 2. | The LEA coordinates Title I, Part A, services with Title I, Part C, services in order to increase program effectiveness, to eliminate duplication, and to reduce fragmentation of the instructional program. [P.L. 107-110, Section 1112(b)(1)(E)] | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | |
| <input type="checkbox"/> Meeting agendas and meeting notes from LEA planning process | | | |
| <input type="checkbox"/> LEA plan showing program descriptions and outlining use of funds | | | |
| <input type="checkbox"/> Other: | | | |
| B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. | | | |
| <input type="checkbox"/> The LEA does not receive Title I, Part C funds. | | | |
| C. If compliance status is No, complete the Explanation of Compliance Status: | | | 500 of 500 |
| | | | |

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| Part 9: Program Implementation (Continued) | | | |
| Requirement | | Compliance Status | |
| Needs Assessment | | | |
| 3. | <p>For Title I, Part A, schoolwide program, the campus conducts a comprehensive needs assessment of the entire school. [P.L. 107-110, Section 1114(b)(1)]</p> <p>A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:</p> <p><input type="checkbox"/> Description of the campus's comprehensive needs assessment (CNA) process</p> <p><input type="checkbox"/> Meeting agendas, meeting notes, sign-in sheets documenting the campus's CNA process</p> <p><input type="checkbox"/> Campus Improvement Plan includes summary of CNA results and uses those results to determine program activities</p> <p><input type="checkbox"/> Program evaluations from prior years are part of CNA process to determine effectiveness and to inform decisions concerning program implementation</p> <p><input type="checkbox"/> Other:</p> <p>B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable.</p> <p><input type="checkbox"/> The LEA only operates Targeted Assistance programs.</p> <p>C. If compliance status is No, complete the Explanation of Compliance Status:</p> | | <p>OYes ONo ON/A</p> <p>500 of 500</p> |
| 4. | <p>For a Title I, Part A, targeted assistance program, the LEA identifies students not older than age 21 who have the greatest need for special assistance and who are failing or most at risk of failing to meet the State's student academic achievement standards. [P.L. 107-110, Section 1115(b)]</p> <p>A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:</p> <p><input type="checkbox"/> Description of the LEA's selection criteria, which must be multiple, educationally related, objective criteria, except that children in preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures</p> <p><input type="checkbox"/> Description of how the campus has supplemented the LEA's criteria, if applicable</p> <p><input type="checkbox"/> Other:</p> <p>B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable.</p> <p><input type="checkbox"/> The LEA only operates Schoolwide programs.</p> <p>C. If compliance status is No, complete the Explanation of Compliance Status:</p> | | <p>OYes ONo ON/A</p> <p>500 of 500</p> |
| 5. | <p>The LEA conducts a comprehensive needs assessment that includes an assessment of local needs for professional development and hiring. This assessment includes the participation of teachers, including Title I, Part A teachers, and takes into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging state and local student academic achievement standards. [P.L. 107-110, Section 2122(c)(2)]</p> <p>A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:</p> <p><input type="checkbox"/> Description of the campus's comprehensive needs assessment (CNA) process, including an assessment of local needs related to professional development and hiring</p> <p><input type="checkbox"/> Meeting agendas, meeting notes, sign-in sheets documenting participation of teachers (including Title I, Part A teachers) in the campus's CNA process</p> <p><input type="checkbox"/> Other:</p> <p>B. If compliance status is No or N/A, complete the Explanation of Compliance Status:</p> | | <p>OYes ONo ON/A</p> <p>500 of 500</p> |

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| Part 9: Program Implementation (Continued) | | | | | |
| Requirement | | | | Compliance Status | |
| Parental Involvement | | | | | |
| 6. | The LEA has a written parent involvement policy that is developed jointly with, agreed upon by, and distributed to, parents of participating students. [P.L. 107-110, Section 1118(a)(2)] | | | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| <input type="checkbox"/> Copy of LEA's written parent involvement policy <input type="checkbox"/> Meeting agendas, meeting notes, sign-in sheets documenting participation of parents in the development of the policy <input type="checkbox"/> Correspondence, newsletters, handbook used to distribute policy to parents <input type="checkbox"/> Documents signed by parents acknowledging receipt of policy <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | | | |
| | | | | | |
| 7. | Each Title I, Part A, campus has a written parent involvement policy that is developed jointly with, agreed upon by, and distributed to parents of participating students. [P.L. 107-110, Section 1118(b)] | | | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| Selecting Yes ensures all Title I, Part A campuses have a written parent involvement policy in place. If any campus does not have a policy, select No and explain in the Explanation of Compliance Status section. <input type="checkbox"/> Copy of written parent involvement policy for each Title I, Part A campus <input type="checkbox"/> Meeting agendas, meeting notes, sign-in sheet documenting participation of parents in the development of the policies <input type="checkbox"/> Correspondence, newsletters, handbook used to distribute policy to parents <input type="checkbox"/> Documents signed by parents acknowledging receipt of policy <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | | | |
| | | | | | |
| 8. | Each Title I, Part A, campus convenes an annual meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. [P.L. 107-110, Section 1118(c)(1)] | | | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| <input type="checkbox"/> For each Title I, Part A campus—Meeting invitations, agendas, meeting notes that document what was share at the meeting, sign-in sheets documenting attendance of parents <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | | | |
| | | | | | |
| 9. | The LEA has School-Parent compacts at each Title I, Part A, campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and by what means the school and parents will build and develop a partnership to help children achieve the State's high standards. [P.L. 107-110, Section 1118(d)] | | | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| <input type="checkbox"/> Meeting agendas, meeting notes, sign-in sheets documenting participation of parents in the development of the compacts <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | | | |
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| Requirement | | | | | Compliance Status |
| Parental Involvement (Continued) | | | | | |
| 10. | The Title I, Part A, LEA and campuses educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. [P.L. 107-110, Section 1118(e)(3)] | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| <input type="checkbox"/> Training/meeting agendas, meeting notes that document content of training, sign-in sheets that show involvement of teachers, pupil services personnel, principals, and parents | | | | | |
| <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | | | 500 of 500 |
| | | | | | |
| 11. | The LEA provides communications about the Title I, Part A, program in a format, and to the extent practicable, in a language that parents can understand. [P.L. 107-110, Section 1111 and 1118(e)(5) and (f)] | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| <input type="checkbox"/> Correspondence, newsletters, handbooks in languages used by parents at home | | | | | |
| <input type="checkbox"/> Documentation that translation/interpretive services provided at annual Title I, Part A meetings | | | | | |
| <input type="checkbox"/> Examples of information offered in multiple formats (i.e., hard copy, web-based, face-to-face meetings, etc.) | | | | | |
| <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | | | 500 of 500 |
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| 12. | Each Title I, Part A, campus provides, to each individual parent, information on the level of achievement of the parent's child in each of the required state academic assessments. [P.L. 107-110, Section 1111(h)(6) (A-B)] | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| <input type="checkbox"/> Description of process by which each Title I, Part A campus distributes to individual parents information concerning the achievement level of their child(ren) on the required state assessments | | | | | |
| <input type="checkbox"/> Correspondence to parents distributing information concerning the achievement level of their child(ren) | | | | | |
| <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | | | 500 of 500 |
| | | | | | |
| 13. | The LEA ensures that parents of students in Title I schools are informed of their right to request and receive information on the qualifications of their children's teachers. [P.L. 107-110, Section 1111(h)(6)] | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| <input type="checkbox"/> Correspondence, newsletters, handbook used to distribute information on right to request | | | | | |
| <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | | | 500 of 500 |
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| Program Evaluation | | | |
| 14. | The LEA has a written parent involvement policy and conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A, schools. [P.L. 107-110, Section 1118(a)(2)] | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: Selecting Yes ensures the LEA has a written parent involvement policy in place AND has evidence that it conducts an annual evaluation of that policy's content and effectiveness. If either of these elements are missing, select No and explain in the Explanation of Compliance Status section. | | | |
| <input type="checkbox"/> Copy of written parent involvement policy for the LEA | | | |
| <input type="checkbox"/> Meeting agendas, meeting notes, sign-in sheet documenting participation of parents in the annual evaluation of the content and effectiveness of the policy | | | |
| <input type="checkbox"/> Copy of annual evaluation | | | |
| <input type="checkbox"/> Other: | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: 500 of 500 | | | |
| | | | |
| 15. | The LEA academically assessed Title I, Part A, services provided to participating private schools as agreed upon during consultation, and these results were used to improve services to private schools. [P.L. 107-110, Section 1120(b)(1)(D); 9501(c)(1)(D)] | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: Selecting Yes ensures the LEA has a written parent involvement policy in place AND has evidence that it conducts an annual evaluation of that policy's content and effectiveness. If either of these elements are missing, select No and explain in the Explanation of Compliance Status section. | | | |
| <input type="checkbox"/> Documentation of consultation process showing that the LEA discussed the assessment process with the private school officials | | | |
| <input type="checkbox"/> Documentation that the results of the assessment were used to improve services to private schools | | | |
| <input type="checkbox"/> Other: | | | |
| B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. | | | |
| <input type="checkbox"/> The LEA does not have participating private non-profit schools. | | | |
| C. If compliance status is No, complete the Explanation of Compliance Status: 500 of 500 | | | |
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| Private Nonprofit Services | | | |
| 16. | The LEA's consultation with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A, program was timely and meaningful. It occurred before the LEA made any decision that affected the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continued throughout the implementation and assessment of program activities. [P.L. 107-110, Sections 1120(a), 1120(b)(2)] | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | |
| <div><input type="checkbox"/> Documentation of consultation process showing that it occurred before the LEA made any decisions that affected participation opportunities of eligible private school children or teachers</div> <div><input type="checkbox"/> Meeting notes showing that all required topics were included in the consultation:<div>The decision on how the LEA will identify the needs of eligible private school children<ul style="list-style-type: none">The services the LEA will offer to eligible private school childrenThe discussion on how and when the LEA will make decisions about the delivery of servicesThe decision on how, where, and by whom the LEA will provide services to eligible private school childrenThe method on how the LEA will assess academically the services to private school children in accordance with §200.10 of the Title I regulations, and how the LEA will use the results of that assessment to improve Title I servicesThe size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with §200.64 of the Title I regulations, the proportion of its Title I funds that the LEA will allocate for these services and the amount of funds that the LEA reserves from its Title I allocation for the purposes listed in §200.77 of the Title I regulationsThe method, or the sources of data, that the LEA will use (under §200.78 of the Title I regulations) to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data if a survey is usedThe services the LEA will provide to teachers and families of participating private school childrenThe discussion of service delivery mechanisms the LEA will use to provide servicesThe thorough consideration and analysis of the views of the private school officials on whether the LEA should contract with a third-party provider. If the LEA disagrees with the views of the private school officials on that issue, the LEA must provide in writing to those officials the reasons why the LEA has chosen not to use a third-party contractor</div><div><input type="checkbox"/> Documentation showing that consultation continued throughout the implementation and assessment of the program activities</div><div><input type="checkbox"/> Other: <div></div></div></div> | | | |
| B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. | | | |
| <div><input type="checkbox"/> The LEA does not have participating private non-profit schools.</div> | | | |
| C. If compliance status is No, complete the Explanation of Compliance Status: | | | 500 of 500 |
| <div></div> | | | |

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Schedule Status:

<Selection_Process>

Application ID:

eGrants Application

TEXAS EDUCATION AGENCY

Organization:

Campus/Site:

SAS#: NCLBAAXX

Vendor ID:

County District:

ESC Region:

School Year:

<Name of Grant Program>

Printable Version

Compliance Report

Save

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PR1000 Title I, Part A

Instructions

Part 10: Additional LEA Data (Optional)


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| Schedule Status: | | <Selection_Process> | | Application ID: | | |
|  | | Organization: Campus/Site: Vendor ID: | | County District: ESC Region: School Year: | | |
| SAS#: NCLBAAXX | | | | | | |
| <Name of Grant Program> | | | | | | |
| Compliance Report | | | | | | |
| PR1200 – Title I, Part C – Ed of Migratory Children | | | | | | |
| Part 1: Private Nonprofit School Participation | | | | | | |
| Did private nonprofit schools participate? | | | | | | |
| Consultation | | | | | Number | |
| 1. | Participating Private Nonprofit Schools That Received Equitable Services | | | | | |
| 2. | Months the LEA Had Ongoing Consultation with the Private Nonprofit Schools | | | | | |
| | <input type="checkbox"/> January | <input type="checkbox"/> February | <input type="checkbox"/> March | <input type="checkbox"/> April | <input type="checkbox"/> May | |
| | <input type="checkbox"/> July | <input type="checkbox"/> August | <input type="checkbox"/> September | <input type="checkbox"/> October | <input type="checkbox"/> November | |
| | | | | | <input type="checkbox"/> June | |
| | | | | | <input type="checkbox"/> December | |
| Inventory | | | | | <input type="checkbox"/> Not Applicable | |
| 3. | Position of the LEA Person Responsible for Maintaining Auditable Records and Labeling the LEA Material and Equipment Housed at the Participating Private Nonprofit Schools | | | | | |
| 4. | Dates Inventory Was Conducted at the Private Nonprofit Schools (At least one date is required) | | | | | |
| | | | | | | |
| Part 2: Intensive Reading and Math Instruction Offered to Priority for Service Students | | | | | | |
| 1. | Enter the total number of Priority for Service (PFS) students identified in your district for the xxxx-xxxx school year. (This should be an unduplicated count.) | | | | | |
| 2. | Did the LEA offer any Intensive Reading and Math instruction to Priority for Service Students? | | | | | |
| Part 3: Project SMART – Summer/Intersession Program | | | | | | |
| 1. | Did the LEA have a center-based Project SMART Summer/Intersession program? | | | | | |
| 2. | Did the LEA have a home-based Project SMART Summer/Intersession program? | | | | | |
| | Project SMART – Center-Based | | | Project SMART Home Based | | |
| | 1 2 hours per Day | 3 5 hours per Day | More than 5 hours per Day | Less Than 1/2 Hour per Student Contact | 1/2 -1 Hour per Student Contact | More than 1 Hour per Student Contact |
| Kindergarten | | | | | | |
| Grade 1 | | | | | | |
| Grade 2 | | | | | | |
| Grade 3 | | | | | | |
| Grade 4 | | | | | | |
| Grade 5 | | | | | | |
| Grade 6 | | | | | | |
| Grade 7 | | | | | | |
| Grade 8 | | | | | | |
| Grade 9 | | | | | | |
| Grade 10 | | | | | | |
| Grade 11 | | | | | | |
| Grade 12 | | | | | | |
| Ungraded | | | | | | |
| Out of School | | | | | | |
| Totals | | | | | | |


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|--|--------------|--|--------------------------|--|--|
| Schedule Status: | | <Selection_Process> | | Application ID: | |
| <div><div>eGrants Application</div><div>TEXAS EDUCATION AGENCY</div><div>SAS#: NCLBAAXX</div></div> | | <div>Organization:</div> <div>Campus/Site:</div> <div>Vendor ID:</div> | | <div>County District:</div> <div>ESC Region:</div> <div>School Year:</div> | |
| <Name of Grant Program> | | | | | |
| Compliance Report | | | | | |
| PR1200 – Title I, Part C – Ed of Migratory Children | | | | | |
| Part 4: Other Instructional Migrant Summer Program | | | | | |
| Did the LEA have an Other Instructional Migrant Summer Program? | | | | | |
| 1. Provide the name of the scientifically based curriculum used. | | | | 100 of 100 | |
| 2. Provide the names of the pre/post assessment instruments used. | | | | 300 of 300 | |
| 3. Describe how the migrant summer program is supplemental to other summer programs offered by the district. | | | | 300 of 300 | |
| 4. Describe how the district evaluated the overall effectiveness of the migrant summer program. | | | | 600 of 600 | |
| Part 5: Key Migrant Education Program (MEP)-Funded Personnel | | | | | |
| Does the LEA have key MEP-Funded Personnel? | | | | | |
| | Regular Term | | Summer-Term/Intersession | | |
| | Headcount | FTE | Headcount | FTE | |
| Administrators | | | | | |
| Teachers | | | | | |
| Counselors | | | | | |
| Qualified Paraprofessionals | | | | | |
| Non-Qualified Paraprofessionals | | | | | |
| Recruiters | | | | | |
| Records Transfer Staff | | | | | |
| Totals | | | | | |


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| Schedule Status: | | <Selection_Process> | Application ID: | |
|--|--|---------------------|------------------|-------|
|  | | Organization: | County District: | |
| SAS#: NCLBAAXX | | Campus/Site: | ESC Region: | |
| | | Vendor ID: | School Year: | |
| <Name of Grant Program> | | | | |
| Compliance Report | | | | |
| PR1200 – Title I, Part C – Ed of Migratory Children | | | | |
| Part 6: Estimated Expenditures from Title I, Part C Funds | | | | |
| <p>Only select the corresponding box if the LEA does not have the campus type.</p> <p><input type="checkbox"/> Select this box if you have no secondary high school (grades 9-12).</p> <p><input type="checkbox"/> Select this box if you have no middle school (grades 6-8)/junior high (grades 7-8).</p> <p><input type="checkbox"/> Select this box if you have no elementary school (grades 1-6).</p> <p><input type="checkbox"/> Select this box if you have no Early Childhood/School Readiness Program (EE-Kindergarten).</p> <p><input type="checkbox"/> Select this box if you have no support services.</p> | | | | |
| Expenditures Related to Required Program Activities | | | Funding Source | |
| | | | MEP | Other |
| 1. | ID&R: Identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment (ID&R) activities according to specific timelines, as outlined in the <i>Texas Manual for the Identification and Recruitment of Migrant Children</i> . | | | |
| 2. | ID&R: Conduct ID&R activities as outlined in the ID&R plan in the <i>Texas Manual for the Identification and Recruitment of Migrant Children</i> . | | | |
| 3. | NGS: Encode all required data into the New Generation System (NGS) and conduct all required activities, as outlined in the <i>Manual for New Generation System (NGS) Data Management Requirements</i> . | | | |
| 4. | Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress. | | | |
| 5. | Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation. | | | |
| 6. | Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS. | | | |
| 7. | Middle School Students: Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress. | | | |
| 8. | Middle School Students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed. | | | |
| 9. | Middle School Students: Provide a presentation or information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns. The presentation or information must include directions for non-MEP staff to notify MEP staff of referrals and interventions. | | | |
| 10. | Middle School Students: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children. | | | |
| 11. | Students in Grades 3-11: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation. | | | |
| 12. | Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Head Start, Even Start, Teaching and Mentoring Communities (TMC), or other early childhood programs.) | | | |

| Schedule Status: | | <Selection_Process> | | Application ID: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | | Organization: Campus/Site: Vendor ID: | | County District: ESC Region: School Year: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SAS#: NCLBAAXX | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <Name of Grant Program> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Compliance Report | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PR1200 – Title I, Part C – Ed of Migratory Children | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Part 6: Estimated Expenditures from Title I, Part C Funds | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Expenditures Related to Required Program Activities | | | | Funding Source | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | MEP | Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13. | District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant students with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14. | Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15. | Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16. | Migrant Parent Advisory Council: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC bylaws established by the district. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17. | Program Evaluation: Conduct an evaluation of your Migrant Education Program. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18. | PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Expenditures Related to Planned Supplemental Activities | | | | Funding Source | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | MEP | Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19. | Secondary High School (Grades 9-12) (PFS = Priority For Service) (PNP = Private Nonprofit) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Population Served</th> <th rowspan="2"></th> <th colspan="3">Population Served</th> </tr> <tr> <th>All Migrant</th> <th>PFS</th> <th>PNP</th> <th>All Migrant</th> <th>PFS</th> <th>PNP</th> </tr> </thead> <tbody> <tr> <td>Graduation Plan Support (Migrant Counselor or Specialized Staff)</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Statewide Student Assessment Tutorials During Regular School Day</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Credit Accrual - Alternative Methods</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Reading Instruction by a Teacher</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Credit Accrual - Other Computer-Assisted Instruction</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Math Instruction by a Teacher</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Credit Accrual - Tuition or Fees</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Summer Programs - Project SMART</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Extended-Day Tutoring</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Summer Programs - Other (Specify):</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Tutoring During Regular School Day</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Extended-Day Statewide Student Assessment Tutorials</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Migrant Extracurricular Club</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td colspan="3"></td> <td>Other (Specify):</td> <td></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> | | | | Population Served | | | | Population Served | | | All Migrant | PFS | PNP | All Migrant | PFS | PNP | Graduation Plan Support (Migrant Counselor or Specialized Staff) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Statewide Student Assessment Tutorials During Regular School Day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Credit Accrual - Alternative Methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Reading Instruction by a Teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Credit Accrual - Other Computer-Assisted Instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Math Instruction by a Teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Credit Accrual - Tuition or Fees | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Project SMART | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Extended-Day Tutoring | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Other (Specify): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Tutoring During Regular School Day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | Extended-Day Statewide Student Assessment Tutorials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Migrant Extracurricular Club | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | Other (Specify): | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| | Population Served | | | | | Population Served | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | All Migrant | PFS | PNP | All Migrant | | PFS | PNP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Graduation Plan Support (Migrant Counselor or Specialized Staff) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Statewide Student Assessment Tutorials During Regular School Day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Credit Accrual - Alternative Methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Reading Instruction by a Teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Credit Accrual - Other Computer-Assisted Instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Math Instruction by a Teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Credit Accrual - Tuition or Fees | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Project SMART | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Extended-Day Tutoring | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Other (Specify): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tutoring During Regular School Day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Extended-Day Statewide Student Assessment Tutorials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Migrant Extracurricular Club | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | Other (Specify): | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20. | Middle School (Grades 6-8)/ Junior High (Grades 7-8) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Population Served</th> <th rowspan="2"></th> <th colspan="3">Population Served</th> </tr> <tr> <th>All Migrant</th> <th>PFS</th> <th>PNP</th> <th>All Migrant</th> <th>PFS</th> <th>PNP</th> </tr> </thead> <tbody> <tr> <td>Extended-Day Tutoring</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Summer Programs - Project SMART</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Tutoring During Regular School Day</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Summer Programs - Other (Specify):</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Extended-Day Statewide Student Assessment Tutorials</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Statewide Student Assessment Tutorials During Regular School Day</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Migrant Extracurricular Club</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Reading Instruction by a Teacher</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Migrant Retreat or Workshop</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Math Instruction by a Teacher</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Other (Specify):</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> | | | | Population Served | | | | Population Served | | | All Migrant | PFS | PNP | All Migrant | PFS | PNP | Extended-Day Tutoring | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Project SMART | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Tutoring During Regular School Day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Other (Specify): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Extended-Day Statewide Student Assessment Tutorials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | Statewide Student Assessment Tutorials During Regular School Day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Migrant Extracurricular Club | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Reading Instruction by a Teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Migrant Retreat or Workshop | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Math Instruction by a Teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Other (Specify): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| | Population Served | | | | | Population Served | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | All Migrant | PFS | PNP | All Migrant | | PFS | PNP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Extended-Day Tutoring | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Project SMART | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tutoring During Regular School Day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Other (Specify): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Extended-Day Statewide Student Assessment Tutorials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Statewide Student Assessment Tutorials During Regular School Day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Migrant Extracurricular Club | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Instruction by a Teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Migrant Retreat or Workshop | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math Instruction by a Teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Other (Specify): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|---|---|---|--------------------------|---|---|
| Schedule Status: | | <Selection_Process> | | Application ID: | |
|  | | Organization: Campus/Site: Vendor ID: | | County District: ESC Region: School Year: | |
| SAS#: NCLBAAXX | | | | | |
| <Name of Grant Program> | | | | | |
| Compliance Report | | | | | |
| PR1200 – Title I, Part C – Ed of Migratory Children | | | | | |
| Part 6: Estimated Expenditures from Title I, Part C Funds | | | | | |
| Expenditures Related to Planned Supplemental Activities | | | | Funding Source | |
| | | | | MEP | Other |
| 21. | Elementary Students (Grades 1-6) | | | | |
| | | Population Served | | | |
| | | All Migrant | PFS | PNP | |
| | Extended-Day Tutoring | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Supplemental Instructional Support by a Teacher for Migrant 1 st Graders |
| | Tutoring During Regular School Day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Project SMART |
| | Extended-Day Statewide Student Assessment Tutorials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Other (Specify): |
| | Statewide Student Assessment Tutorials During Regular School Day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Reading Instruction by a Teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Other (Specify): |
| | Math Instruction by a Teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 22. | Early Childhood/School Readiness Program (EE-Kindergarten) | | | | |
| | | Population Served | | | |
| | | All Migrant | PFS | PNP | |
| | Center-based Program for 3- and 4-Year Olds (Specify): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Project SMART |
| | | | | | |
| | Home-based Program for 3- and 4-Year Olds (Specify): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Other (Specify): |
| | | | | | |
| | Supplemental Instructional Support by a Teacher for Migrant Pre-K or Kindergarten Students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Other (Specify): |
| 23. | Support Services | | | | |
| | <input type="checkbox"/> To Meet Identified Needs for Academic and Nonacademic Support Services | | | Population Served | |
| | | | | All Migrant | PFS |
| | Clothing | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | School Supplies | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | Vision Screening (When Not Provided as Part of Foundation Program) | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | Hearing Screening (When Not Provided as Part of Foundation Program) | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other Health Support Services (Specify): | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> To Facilitate Involvement of Migrant Parents | | | All Migrant | PFS |
| | Childcare | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | Transportation | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | Light Snack | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | Registration for State and/or National Workshops and Conferences | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | Outreach Activities for Out-of-School Youth and Their Parents | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> Other Support Services | | | All Migrant | PFS |
| | Other (Specify): | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Total | | | | | |
| Total Title I, Part C Estimated Expenditures for Part 6 | | | | | |

| | | | | | |
|--|--|---|--|---|--|
| Schedule Status: | | <Selection_Process> | | Application ID: | |
|  | | Organization: Campus/Site: Vendor ID: | | County District: ESC Region: School Year: | |
| SAS#: NCLBAAXX | | | | | |
| <Name of Grant Program> | | | | | |
| Compliance Report | | | | | |
| PR1200 – Title I, Part C – Ed of Migratory Children | | | | | |
| Part 7: Program Implementation | | | | | |
| Requirement | | | | Compliance Status | |
| Program Coordination/Integration | | | | | |
| 1. | Did the LEA make adequate provisions for serving the unmet educational needs of preschool migrant children? [P.L. 107-110, Section 1304 (b)(1) and (c)(4)] | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | | 700 of 700 | |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | | |
| | | | | | |
| Needs Assessment | | | | | |
| 2. | Did the LEA give service priority to migrant children who were failing or most at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year? [P.L. 107-110, Sections 1301(2), §1304(d)] | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | | 700 of 700 | |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | | |
| | | | | | |
| 3. | Did the LEA identify and address the educational needs of migrant children through a needs assessment and outline a comprehensive plan for the delivery of services? [P.L. 107-110, Section 1306(a)(1)(A)-(G)] | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | | 700 of 700 | |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | | |
| | | | | | |
| Parental Involvement | | | | | |
| 4. | Did the LEA establish a parent advisory council (PAC) for the migrant program and provide opportunity for appropriate consultation in the planning, implementation, and evaluation of the LEA's migrant program? [P.L. 107-110, Sections 1304(c)(3); 1306(a)(1)(B)(ii); and 1118] | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | | 700 of 700 | |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | | |
| | | | | | |
| Program Evaluation/Instructional Services | | | | | |
| 5. | Did the LEA evaluate and improve the effectiveness of the migrant program to enable all migrant students to meet the same challenging State content and performance standards that all Texas children are expected to meet? [P.L. 107-110, Sections 1304 (b)(1), (b)(2) and (c)(5)] | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | | 700 of 700 | |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | | |
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|--|--|--|---|
| Schedule Status: | | <Selection_Process> | Application ID: |
|  | | Organization: Campus/Site: Vendor ID: | County District: ESC Region: School Year: |
| SAS#: NCLBAAXX | | | |
| <Name of Grant Program> | | | |
| Compliance Report | | | |
| PR1200 – Title I, Part C – Ed of Migratory Children | | | |
| Part 7: Program Implementation (Continued) | | | |
| Requirement | | | Compliance Status |
| Program Evaluation/Support Services | | | |
| 6. | Did the LEA evaluate all support services provided by the Migrant Education Program? [P.L. 107-110, Section 1304 (b)(1), (b)(2) and (c)(5)] | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | | 700 of 700 |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | |
| | | | |
| 7. | Did the LEA use the support services evaluation results (as described in Line 6) to improve services to its migrant students? [P.L. 107-110, Section 1304 (b)(1), (b)(2) and (c)(5)] | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | | 700 of 700 |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | |
| | | | |
| Private Nonprofit Schools | | | |
| 8. | Did the LEA conduct timely and meaningful consultation with participating private nonprofit school officials regarding the implementation of the migrant program? Note: The consultation must have occurred before the LEA made any decision that affected the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continued throughout the implementation and assessment of program activities. [P.L. 107-110, Section 9501] | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | | 700 of 700 |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | |
| | | | |
| 9. | Did the LEA academically assess the Title I, Part C services provided to participating private schools as agreed upon during consultation? [P.L. 107-110, Sections 1120(b)(1)(D); 9501(c)(1)(D)] | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | | 700 of 700 |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | |
| | | | |
| 10. | Did the LEA use the Title I, Part C services assessment results (as described in Line 9) to improve services to private schools? [P.L. 107-110, Sections 1120(b)(1)(D); 9501(c)(1)(D)] | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | | 700 of 700 |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | |
| | | | |

| | | | | | |
|--|--|---|--|--|--|
| Schedule Status: | | <Selection_Process> | | Application ID: | |
|  | | Organization: Campus/Site: Vendor ID: | | County District: ESC Region: School Year: | |
| SAS#: NCLBAAXX | | | | | |
| <Name of Grant Program> | | | | | |
| Compliance Report | | | | | |
| PR1200 – Title I, Part C – Ed of Migratory Children | | | | | |
| Part 7: Program Implementation (Continued) | | | | | |
| Requirement | | | | Compliance Status | |
| Private Nonprofit Schools (Continued) | | | | | |
| 11. | Did the LEA maintain control of Title I, Part C program funds being used to provide equitable services to private school migrant students and their teachers? [P.L. 107-110, Section 9501; EDGAR Cost Principles] | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | | | 700 of 700 | |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | | |
| | | | | | |
| Use of Funds | | | | | |
| 12. | Did the LEA consolidate Title I, Part C funds in a schoolwide program? [P.L. 107-110, Section 1304(c)(1)] | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | | | 700 of 700 | |
| If Yes is selected, the LEA must submit a copy of the written approval from TEA, and in the box below, the LEA must provide a description of how the funds were only used to carry out activities authorized under the MEP. If N/A is selected, the LEA must explain why the requirement is not applicable. | | | | | |
| | | | | | |
| 13. | Did the LEA ensure that all MEP-funded services and activities were supplemental? [P.L. 107-110, Section 1304(c)(2)] | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | | | 700 of 700 | |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | | |
| | | | | | |
| 14. | Were all MEP-funded supplies, materials, and equipment used only for MEP activities and to the benefit of MEP students? [P.L. 107-110, Section 1304(c)(1)] | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | | | 700 of 700 | |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | | |
| | | | | | |
| 15. | Did all Title I, Part C staff who were split-funded with other funds maintain appropriate time and effort records? [EDGAR Cost Principles] | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | | | 700 of 700 | |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | | |
| | | | | | |

Schedule Status:

<Selection_Process>

Application ID:

eGrants Application

TEXAS EDUCATION AGENCY

SAS#: NCLBAAXX

Organization:

Campus/Site:

Vendor ID:

County District:

ESC Region:

School Year:

<Name of Grant Program>

Printable Version

Compliance Report

Save

Table of Contents

PR2000 Title I, Part D, Subparts 1 and 2

Instructions

Part 1: LEA Program/Facility Type as Defined by USDE

| LEA Program/Facility Type | Number of Programs/Facilities | Number of Programs/Facilities Reporting Data | Average Length of Stay (days) |
|---------------------------------------|-------------------------------|--|-------------------------------|
| 1. At-Risk Programs (subpart 2 only) | | | |
| 2. Neglected Programs | | | |
| 3. Juvenile Detention | | | |
| 4. Juvenile Corrections | | | |
| 5. Adult Corrections (subpart 1 only) | | | |
| 6. Other Programs | | | |
| Total | | | |

7. Please explain if not able to provide data on a facility or program:

1000 of 1000

Part 2: Student Participation

Long Term Students Served: students who have been in facility or program for at least 90 consecutive days.

Unduplicated Count of Students Served: number of unique students who benefited from Title I, Part D funding. Count students only once, even if they were admitted to the same facility or program multiple times.

Duplicated Count of Students Served: number of students who benefited from Title I, Part D funding, including multiple enrollments. Count the number of admissions to a facility or program per student.

| | At Risk Programs (subpart 2 only) | Neglected Programs | Juvenile Detention | Juvenile Corrections | Adult Corrections (subpart 1 only) |
|-------------------------------------|---|--------------------|--------------------|----------------------|------------------------------------|
| 1. Student Served | | | | | |
| Long Term Students Served | | | | | |
| Unduplicated Students Served | | | | | |
| Duplicated Count Of Students Served | | | | | |
| 2. Gender | *The sum of students must match the number of unduplicated students served. | | | | |
| Male | | | | | |
| Female | | | | | |
| Total | | | | | |

Page 1 of 8

Save

Instructions

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| | | | |
|-------------------|-------------------|-----------------------------------|--------------|
| Printable Version | Compliance Report | | Save |
| Table of Contents | PR2000 | Title I, Part D, Subparts 1 and 2 | Instructions |

| | | At Risk Programs (subpart 2 only) | Neglected Programs | Juvenile Detention | Juvenile Corrections | Adult Corrections (subpart 1 only) |
|---------------------------|---|--|--|--|--|--|
| 1. | Are facilities/programs able to collect data on student outcomes after exit? | (Yes indicates all or <u>some</u> facilities are able to track student outcomes after student leave the system. No indicates that no facilities are able to collect these data.) | | | | |
| | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| 2. | Number of students receiving transition services that address further schooling and/or employment | | | | | |
| 3. If No, please explain: | | | | | | |

1000 of 1000

| | | At Risk Programs (subpart 2 only) | Neglected Programs | Juvenile Detention | Juvenile Corrections | Adult Corrections (subpart 1 only) |
|----------------------------------|---|--------------------------------------|--------------------|-----------------------|----------------------|---------------------------------------|
| In Facility | | | | | | |
| 1. | Enrolled in their local district school | | | | | |
| 2. | Earned high school course credits | | | | | |
| 3. | Enrolled in a GED program | | | | | |
| 4. | Earned a GED | | | | | |
| 5. | Obtained high school diploma | | | | | |
| 6. | Accepted and/or enrolled into postsecondary education | | | | | |
| 7. | Enrolled in job training courses/programs | | | | | |
| 8. | Obtained Employment | | | | | |
| Within 90 Days After Exit | | | | | | |
| 9. | Enrolled in their local district school | | | | | |
| 10. | Earned high school course credits | | | | | |
| 11. | Enrolled in a GED program | | | | | |
| 12. | Earned a GED | | | | | |
| 13. | Obtained high school diploma | | | | | |
| 14. | Accepted and/or enrolled into postsecondary education | | | | | |
| 15. | Enrolled in job training courses/programs | | | | | |
| 16. | Obtained Employment | | | | | |

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Part 5: Academic Performance of Long-Term Students: Reading

| | At Risk Programs (subpart 2 only) | Neglected Programs | Juvenile Detention | Juvenile Corrections | Adult Corrections (subpart 1 only) |
|---|--------------------------------------|--------------------|-----------------------|----------------------|---------------------------------------|
| 1. Number of long-term students who tested below grade level upon entry (on pretest) | | | | | |
| 2. Number of long-term students with incomplete pre and posttest (pretest only, posttest only, no pre nor posttest) | | | | | |
| 3. Number of long-term students with complete pre and post test results (Sum of rows 4-7 in table below) | | | | | |

Results on pre-and posttests for long-term students:

| | | | | | |
|---|--|--|--|--|--|
| 4. Number of long-term students who showed negative grade level change from the pre-to posttest exams | | | | | |
| 5. Number of long-term students who showed no change in grade level from the pre-to posttest exams | | | | | |
| 6. Number of long-term students who showed improvement of up to one full grade level from the pre to posttest exams | | | | | |
| 7. Number of long-term students who showed improvement of more than one full grade level from the pre-to posttest exams | | | | | |

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Part 6: Academic Performance of Long-Term Students: Math


| | At Risk Programs (subpart 2 only) | Neglected Programs | Juvenile Detention | Juvenile Corrections | Adult Corrections (subpart 1 only) |
|---|--------------------------------------|--------------------|-----------------------|----------------------|---------------------------------------|
| 1. Number of long-term students who tested below grade level upon entry (on pretest) | | | | | |
| 2. Number of long-term students with incomplete pre and posttest (pretest only, posttest only, no pre nor posttest) | | | | | |
| 3. Number of long-term students with complete pre and post test results (Sum of rows 4-7 in table below) | | | | | |


Results on pre-and posttests for long-term students:

| | | | | | |
|---|--|--|--|--|--|
| 4. Number of long-term students who showed negative grade level change from the pre-to posttest exams | | | | | |
| 5. Number of long-term students who showed no change in grade level from the pre-to posttest exams | | | | | |
| 6. Number of long-term students who showed improvement of up to one full grade level from the pre to posttest exams | | | | | |
| 7. Number of long-term students who showed improvement of more than one full grade level from the pre-to posttest exams | | | | | |


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| Part 7: Program Implementation | | | |
| Requirement | | | Compliance Status |
| Program Coordination/Integration – Subpart 2 | | | |
| 1. | <p>Did the LEA have a formal, written agreement with each local facility it served under Title I, Part D, Subpart 2 and did the agreement address the program that was provided by the LEA, as well as the responsibilities of the facility as described in §1425? [P.L. 107-110, Section 1425]</p> <p>A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:</p> <p><input type="checkbox"/> Copy of the written agreement between the LEA and each facility, AND description of services provided by the LEA, AND description of facility responsibilities</p> <p><input type="checkbox"/> Other: _____</p> <p>B. If compliance status is No or N/A, complete the Explanation of Compliance Status:</p> | | OYes ONo ON/A |
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| 2. | <p>Title I, Part D, Subpart 2 data are collected, disaggregated, and evaluated to show the program's impact on the ability of participants to:</p> <ul style="list-style-type: none"> maintain and improve educational achievement; accrue school credits that meet State requirements for grade promotion and secondary school graduation; make the transition to a regular program or other educational program operated by a district; complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the facility; and, as appropriate, to participate in postsecondary education and job training programs. <p>[P.L. 107-110, Section 1431(a)]</p> <p>A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:</p> <p><input type="checkbox"/> Copy of evaluation of Title I, Part D, Subpart 2 program showing program's impact in these areas</p> <p><input type="checkbox"/> Other: _____</p> <p>B. If compliance status is No or N/A, complete the Explanation of Compliance Status:</p> | | OYes ONo ON/A |
| 500 of 500 | | | |
| Use of Funds – Subpart 1 | | | |
| 3. | <p>Was the State Agency's use of Title I, Part D, Subpart 1 funds supplemental to the regular education program?</p> <p>According to statute, a Title I, Part D, Subpart 1 program that supplements the number of hours of instruction students receive from State and local sources shall be considered to comply with the supplement, not supplant requirement of section 1120A without regard to the subject areas in which instruction is given during those hours. [P.L. 107- 110, Section 1415(b)]</p> <p>A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:</p> <p><input type="checkbox"/> Documentation showing the number of hours added to educational program through Title I, Part D, Subpart 1</p> <p><input type="checkbox"/> Other: _____</p> <p>B. If compliance status is No or N/A, complete the Explanation of Compliance Status:</p> | | OYes ONo ON/A |
| 500 of 500 | | | |
| 4. | <p>In making Title I, Part D, Subpart 1 services available to children and youth in adult correctional institutions, did the State Agency give priority to children and youth who are likely to complete incarceration within a 2-year period? [P.L. 107-110, Section 1414(2)]</p> <p>A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:</p> <p><input type="checkbox"/> Documentation related to selection of program participants, including an explanation of how priority was given to children and youth who were likely to complete incarceration within a 2-year period</p> <p><input type="checkbox"/> Other: _____</p> <p>B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable.</p> <p><input type="checkbox"/> The State Agency does not operate any adult correctional institutions.</p> <p>C. If compliance status is No, complete the Explanation of Compliance Status:</p> | | OYes ONo ON/A |
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| | | | | | |
|---|--|--|--|--|--------------------------|
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| Requirement | | | | | Compliance Status |
| Use of Funds – Subpart 1 (Continued) | | | | | |
| 5. | Did the State Agency maintain appropriate time and effort records for staff who were paid in whole or in part with Title I, Part D, Subpart 1 funds? [EDGAR Cost Principles] | | | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| <input type="checkbox"/> List of staff paid with Title I, Part D, Subpart 1 funds, including percentage of time spent working in program <input type="checkbox"/> Documentation for charges to payroll, as required in the applicable EDGAR Cost Principles <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. | | | | | |
| <input type="checkbox"/> The State Agency has no staff paid out of Title I, Part D, Subpart 1. | | | | | |
| C. If compliance status is No, complete the Explanation of Compliance Status: | | | | | 500 of 500 |
| | | | | | |
| 6. | Does the State Agency have, for each campus that operates an Institution-wide Program under §1416, a comprehensive plan that meets the requirements of §1416? [P.L. 107-110, Section 1416] | | | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| <input type="checkbox"/> Institution-wide Program Plan for each campus operating such a program <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. | | | | | |
| <input type="checkbox"/> The State Agency has no campus that operates an institution-wide program under Title I, Part D, Subpart 1. | | | | | |
| C. If compliance status is No, complete the Explanation of Compliance Status: | | | | | 500 of 500 |
| | | | | | |
| 7. | Did the State Agency reserve not less than 15% and not more than 30% of its Title I, Part D, Subpart 1 entitlement for Transition Services, as described in §1418? [P.L. 107-110, Section 1418] | | | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| <input type="checkbox"/> Documentation supporting appropriate reservation of funds <input type="checkbox"/> Expenditure records related to transition services <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | | | 500 of 500 |
| | | | | | |
| 8. | Did the State Agency evaluate the effectiveness of its Title I, Part D, Subpart 1 program at least annually and use the evaluation results, as well as longitudinal studies to make improvements to the program? [P.L. 107-110, Section 1431] | | | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| <input type="checkbox"/> Program effectiveness and longitudinal studies of its Title I, Part D, Subpart 1 program <input type="checkbox"/> Documentation of the comprehensive needs assessment process and program planning <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | | | 500 of 500 |
| | | | | | |

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| Requirement | | | Compliance Status |
| Use of Funds – Subpart 2 | | | |
| 9. | Did the LEA use Title I, Part D, Subpart 2 funds only for authorized purposes: To support the operation of local educational agency programs that involve collaboration with locally operated correctional facilities— <ol style="list-style-type: none"> to carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment, or further education; to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and to operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth. [P.L. 107-110, Section 1421] | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: <input type="checkbox"/> LEA and/or campus plans that provide a description of the Title I, Part D, Subpart 2 program <input type="checkbox"/> Description and list of Program beneficiaries <input type="checkbox"/> Accounting records documenting Program expenditures <input type="checkbox"/> Other: | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | 500 of 500 |
| | | | |
| 10. | Did the LEA maintain appropriate time and effort records for staff who were paid in whole or in part with Title I, Part D, Subpart 2 funds? [EDGAR Cost Principles] | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: <input type="checkbox"/> List of staff paid with Title I, Part D, Subpart 2 funds, including percentage of time spent working in program <input type="checkbox"/> Documentation for charges to payroll, as required in the applicable EDGAR Cost Principles <input type="checkbox"/> Other: | | | |
| B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. | | | |
| <input type="checkbox"/> The LEA has no staff paid out of Title I, Part D, Subpart 2. | | | |
| C. If compliance status is No, complete the Explanation of Compliance Status: | | | 500 of 500 |
| | | | |
| 11. | Did the LEA operate a program of support for students returning from a facility for the delinquent to a school operated by the LEA? [P.L. 107-110, Section 1422(b)] | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: <input type="checkbox"/> Description of this program of support as part of the LEA plan or in its written agreement with the facility <input type="checkbox"/> Other: | | | |
| B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. | | | |
| <input type="checkbox"/> The LEA had more than 30% of students attending the school operated at the facility resided outside the area served by the LEA when they left the facility. | | | |
| C. If compliance status is No, complete the Explanation of Compliance Status: | | | 500 of 500 |
| | | | |
| Part 8: Additional LEA Data (Optional) | | | 1000 of 1000 |
| | | | |


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| Exit | | PR3000 - Title II, Part A Report | | | Instructions |
| Part 1: Funding Transferability | | | | | |
| Did the LEA participate in the Funding Transferability program with Title II, Part A, funds? | | | | | <input type="radio"/> Yes <input type="radio"/> No |
| Percentage of Title II, Part A, Funding Redirected under Funding Transferability | | | | | |
| Fund Source | Alternative Uses of Funding | | | | |
| Column A | Column B | Column C | Column D | Column E | |
| | Title I, Part A | Title II, Part D | Title IV, Part A | Title V, Part A | |
| Title II, Part A | % | % | % | % | |
| Amount of Title II, Part A, Funding Redirected under Funding Transferability That Was Expended | | | | | |
| Fund Source | Activity Expenditures | | | | |
| Column A | Column B | Column C | Column D | Column E | |
| | Title I, Part A | Title II, Part D | Title IV, Part A | Title V, Part A | |
| Title II, Part A | | | | | |
| Part 2: Section 6211 - Rural Education Achievement Program (REAP) | | | | | |
| Did the LEA participate in REAP with Title II, Part A, funds? Check No if the LEA is not eligible for REAP. | | | | | <input type="radio"/> Yes <input type="radio"/> No |
| Percentage of Title II, Part A, Funding Redirected under REAP | | | | | |
| Fund Source | Alternative Uses of Funding | | | | |
| Column A | Column B | Column C | Column D | Column E | Column F |
| | Title I, Part A | Title II, Part D | Title III | Title IV, Part A | Title IV, Part B |
| Title II, Part A | % | % | % | % | % |
| Amount of Title II, Part A, Funding Redirected under REAP That Was Expended for the Following Activities | | | | | |
| Applicable Fund Source | Activity Expenditures | | | | |
| Column A | Column B | Column C | Column D | Column E | Column F |
| | Title I, Part A | Title I, Part A | Title II, Part D | Title IV, Part A | Title V, Part A |
| | Targeted Assistance Programs | Schoolwide Programs | Technology-Related Activities | Drug and Violence Prevention Activities | Innovative Programs Activities |
| Title II, Part A | | | | | |
| Part 3: Private Nonprofit School Participation | | | | | |
| Did private nonprofit schools participate? | | | | | <input type="radio"/> Yes <input type="radio"/> No |
| Consultation | | | | | Number |
| 1. | Participating Private Nonprofit Schools that Received Equitable Services | | | | |
| 2. | Months the LEA Had Ongoing Consultation With the Private Nonprofit Schools | | | | |
| | <input type="checkbox"/> January | <input type="checkbox"/> February | <input type="checkbox"/> March | <input type="checkbox"/> April | <input type="checkbox"/> May |
| | <input type="checkbox"/> June | <input type="checkbox"/> July | <input type="checkbox"/> August | <input type="checkbox"/> September | <input type="checkbox"/> October |
| | <input type="checkbox"/> November | <input type="checkbox"/> December | | | |
| Inventory | | | | | Not Applicable |
| 3. | Position of the LEA Person Responsible for Maintaining Auditable Records and Labeling the LEA Material and Equipment Housed at the Participating Private Nonprofit Schools | | | | |
| 4. | Dates Inventory Was Conducted at the Private Nonprofit Schools (At least one date is required) | | | | |
| | | | | | |
| Equitable Services | | | | | |
| 5. | Indicate how the LEA calculated equitable services for Title II, Part A, to participating private nonprofit schools. | | | | |
| | <input type="radio"/> Amount of Title II, Part A, Funds Budgeted for Professional Development Activities for LEA Staff | | | | |
| | <input type="radio"/> Total Amount of Eisenhower Professional Development Programs and Class-Size Reduction Program Funds Expended for Professional Development Activities in School Year 2001-2002 [P.L. 107-110, Section 9501 (b)(3)] | | | | |


| | | | | | |
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| Part 4: Program Expenditures and Activities Participation | | | | | |
| | | LEA | PNP | # of Staff | |
| 1. | Recruiting, Hiring and Retention of Effective Teachers, Assistant Principals, and Pupil Services Personnel | | | | |
| 2. | Improving the Quality of the Teacher Workforce to Meet the Requirements of P.L. 107-110, section 1119 | | | | |
| 3. | Class-Size Reduction | | | | |
| 4. | Improving the Quality of the Paraprofessional Workforce to Meet the Paraprofessional Qualifications under P.L. 107-110, section 1119 | | | | |
| 5. | Professional Development in Core Academic Subject Areas | | | | |
| 6. | Title II, Part A, Funds Combined in One or More Title I, Part A Schoolwide Campus Budgets to Upgrade the Entire Educational Program at the Campus | | | | |
| 7. | Other Allowable Activities (not included in questions 1-6 above) | | | | |
| 8. | Number of Professional Development Activities by Core Academic Subject Area (unduplicated count) | | | | |
| | English/Lang Arts | Reading | Mathematics | Science | Arts |
| | | | | | |
| | Civics/Government | Economics | Foreign Language | History | Geography |
| | | | | | Other |
| | | | | | |
| Part 5: Program Implementation | | | | | |
| Requirement | | | Compliance Status | Date | |
| Program Coordination/Integration | | | | | |
| 1. | The LEA coordinated the use of Title II, Part A, with Title I, Part A, funding to provide professional development for teachers and principals and other appropriate staff, for parental involvement and teacher/paraprofessional qualifications. [P.L. 107-110, Section 1112(b)(1)(D)] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | | |
| Explanation of Compliance Status: | | | | | 500 of 500 |
| | | | | | |
| 2. | The LEA coordinated with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A, program activities and preparing the LEA application for funding. [P.L. 107-110, Section 2122(b)(7)] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | | |
| Explanation of Compliance Status: | | | | | 500 of 500 |
| | | | | | |
| 3. | The LEA coordinated professional development activities funded under Title II, Part A, with professional development activities funded under other Federal, State, and local programs. [P.L. 107-110, Section 2122(b)(4)] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | | |
| Explanation of Compliance Status: | | | | | 500 of 500 |
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| Part 5: Program Implementation (Continued) | | | | | |
| Requirement | | | Compliance Status | | Date |
| Program Coordination/Integration (Continued) | | | | | |
| Needs Assessment | | | | | |
| 4. Based on an assessment of local needs for professional development and hiring, the LEA targeted Title II, Part A, funds to schools within the LEA that: (a) have the lowest proportion of effective teachers or (b) have the largest average class size. [P.L. 107-110, Section 2122(b)(3) and (c)] | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | | |
| Explanation of Compliance Status: | | | 500 of 500 | | |
| Private Nonprofit Services | | | | | |
| 5. The LEA's consultation with participating private nonprofit school officials regarding the development and implementation of the Title II, Part A, program was timely and meaningful. It occurred before the LEA made any decision that affected the opportunities of eligible private school teachers and other educational personnel to participate in the program, and continued throughout the implementation and assessment of program activities. [P.L. 107-110, Section 9501] | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | | |
| Explanation of Compliance Status: | | | 500 of 500 | | |
| Use of Funds | | | | | |
| 6. Teachers paid with Title II, Part A funds for class-size reduction were effective teachers. [P.L. 107-110, Section 2123(a)(2)(B)] | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | | |
| Explanation of Compliance Status: | | | 500 of 500 | | |
| Part 6: Additional LEA Data (Optional) | | | | | |
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| Part 1: Private Nonprofit School Participation – Limited English Proficient (LEP) | | | | | |
| Did private nonprofit schools participate in LEP activities? | | | | | <input type="radio"/> Yes <input type="radio"/> No |
| Consultation | | | | | Number |
| 1. | Participating Private Nonprofit Schools That Received Equitable Services | | | | |
| 2. | Months the LEA Had Ongoing Consultation with the Private Nonprofit Schools | | | | |
| | <input type="checkbox"/> January <input type="checkbox"/> July | <input type="checkbox"/> February <input type="checkbox"/> August | <input type="checkbox"/> March <input type="checkbox"/> September | <input type="checkbox"/> April <input type="checkbox"/> October | <input type="checkbox"/> May <input type="checkbox"/> November <input type="checkbox"/> June <input type="checkbox"/> December |
| Inventory | | | | | <input type="checkbox"/> Not Applicable |
| 3. | Position of the LEA Person Responsible for Maintaining Auditable Records and Labeling the LEA Material and Equipment Housed at the Participating Private Nonprofit Schools | | | | |
| 4. | Dates Inventory Was Conducted at the Private Nonprofit Schools (At least one date is required) | | | | |
| | | | | | |
| Part 2: Private Nonprofit School Participation - Immigrant | | | | | |
| Did private nonprofit schools participate in Immigrant activities? | | | | | <input type="radio"/> Yes <input type="radio"/> No |
| Consultation | | | | | Number |
| 1. | Participating Private Nonprofit Schools That Received Equitable Services | | | | |
| 2. | Months the LEA Had Ongoing Consultation with the Private Nonprofit Schools | | | | |
| | <input type="checkbox"/> January <input type="checkbox"/> July | <input type="checkbox"/> February <input type="checkbox"/> August | <input type="checkbox"/> March <input type="checkbox"/> September | <input type="checkbox"/> April <input type="checkbox"/> October | <input type="checkbox"/> May <input type="checkbox"/> November <input type="checkbox"/> June <input type="checkbox"/> December |
| Inventory | | | | | <input type="checkbox"/> Not Applicable |
| 3. | Position of the LEA Person Responsible for Maintaining Auditable Records and Labeling the LEA Material and Equipment Housed at the Participating Private Nonprofit Schools | | | | |
| 4. | Dates Inventory Was Conducted at the Private Nonprofit Schools (At least one date is required) | | | | |
| | | | | | |
| Part 3: Expenditures for Supplemental Language Instruction Educational Programs and Activities Implemented | | | | | |
| # | Focus Area | | | Expenditure Amount | |
| | | | | LEA | PNP |
| 1. | Supplemental Upgrades to Program Objectives and Effective Instruction Strategies | | | | |
| 2. | Supplemental Curricula, Instructional Materials, Educational Software, and/or Assessment Procedures | | | | |
| 3. | Supplemental Tutorials and/or Intensified Instruction | | | | |
| 4. | Supplemental Language Instruction Education Program That is Coordinated with Other Programs and Services | | | | |
| 5. | Supplemental Community Participation Program, Family Literacy Services, and/or Parent Outreach and Parent Training Activities | | | | |
| 6. | Supplemental Resources (Technology, Materials, Access to Electronic Networks, etc.) Incorporated into the Curricula and Educational Program | | | | |
| 7. | Other (Specify): | | | | |
| Total Expenditures for Supplemental Language Instruction Educational Programs and Activities Implemented | | | | | |
| Part 4: Expenditures for Supplemental Professional Development Activities Implemented | | | | | |
| # | Focus Area | | | Expenditure Amount | |
| | | | | LEA | PNP |
| 1. | Supplemental Professional Development Activities | | | | |
| Total Expenditures for Supplemental Professional Development Activities Implemented | | | | | |
| | | | | | |

| | | | | | |
|--|--|---|------------------|---|--|
| Schedule Status: | | < Selection_Process > | | Application ID: | |
| <div>eGrants Application</div> <div>TEXAS EDUCATION AGENCY</div> <div>SAS#: NCLBAAXX</div> | | Organization: Campus/Site: Vendor ID: | | County District: ESC Region: School Year: | |
| < Name of Grant Program > | | | | | |
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| Part 5: Supplemental Activities with Title III - Immigrant Funds | | | | | |
| # | Focus Area | Expenditure Amount | | | |
| | | LEA | | PNP | |
| 1. | Family Literacy, Parent Outreach, and Training | | | | |
| 2. | Provision of Tutorials, Mentoring, and Academic or Career Counseling | | | | |
| 3. | Basic Instructional Services That Are Directly Attributable to the Presence of Immigrant Children and Youth, Including Payment of Costs of Providing Additional Classroom Supplies, Costs of Transportation, or Such Other Costs | | | | |
| 4. | Activities Coordinated with Community-Based Organizations, Institutions of Higher Education, Private Sector Entities, or Other Entities to Assist Parents by Offering Comprehensive Community Services | | | | |
| 5. | Support for Personnel, Including Specially Trained Teacher Aides, to Provide Services for Immigrant Children and Youth | | | | |
| 6. | Identification and Acquisition of Curricular Materials, Educational Software, and Technologies | | | | |
| 7. | Other Instructional Services, Such as Programs of Introduction to the Educational System and Civics Education | | | | |
| Total Expenditures for Instructional Activities Implemented | | | | | |
| Part 6: Bilingual Program Offered | | | | | |
| Did the LEA offer a bilingual program? | | | | | <input type="radio"/> Yes <input type="radio"/> No |
| Type of Bilingual Program Models | | Other Languages of Instruction | | | |
| Transitional Bilingual/Early Exit | <input type="checkbox"/> Spanish | <input type="checkbox"/> | Other (Specify): | <input type="checkbox"/> | Other (Specify): |
| Transitional Bilingual/Late Exit | <input type="checkbox"/> Spanish | <input type="checkbox"/> | Other (Specify): | <input type="checkbox"/> | Other (Specify): |
| Dual Language Immersion/Two-way | <input type="checkbox"/> Spanish | <input type="checkbox"/> | Other (Specify): | <input type="checkbox"/> | Other (Specify): |
| Dual Language Immersion/One-way | <input type="checkbox"/> Spanish | <input type="checkbox"/> | Other (Specify): | <input type="checkbox"/> | Other (Specify): |
| Part 7: ESL Program Offered | | | | | |
| Did the LEA offer an English as Second Language (ESL) program? | | | | | <input type="radio"/> Yes <input type="radio"/> No |
| Type of ESL Program Models | | | | | |
| <input type="checkbox"/> Content-Based ESL | | | | | |
| <input type="checkbox"/> Pull-Out ESL | | | | | |
| <input type="checkbox"/> | Other (Specify): | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | |
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| Schedule Status: | | < Selection_Process > | | | | | | | | | | Application ID: | | | | | | | | | | | |
|  | | Organization: Campus/Site: Vendor ID: | | | | | | | | | | County District: ESC Region: School Year: | | | | | | | | | | | |
| SAS#: NCLBAAXX | | | | | | | | | | | | | | | | | | | | | | | |
| <Name of Grant Program> | | | | | | | | | | | | | | | | | | | | | | | |
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| Part 8: Title III, Part A, Program Participation | | | | | | | | | | | | | | | | | | | | | | | |
| LEP Program | | | | | | | | | | | | | | | | | | | | | | | |
| Students by Gender | | | | | | | | | | | | | | | | | | Number | | | | | |
| Male | | | | | | | | | | | | | | | | | | | | | | | |
| Female | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | Total Students By Gender | | | | | |
| Students by Ethnicity | | | | | | | | | | | | | | | | | | Number | | | | | |
| American Indian/Alaskan Native | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | | | | | | | | | | | | | | | | | | | | | | | |
| Black/African American | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic/Latino | | | | | | | | | | | | | | | | | | | | | | | |
| Native Hawaiian/Other Pacific Islander | | | | | | | | | | | | | | | | | | | | | | | |
| White | | | | | | | | | | | | | | | | | | | | | | | |
| Two or More Races | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | Total Students By Ethnicity | | | | | |
| Students by Grade | | | | | | | | | | | | | | | | | | | | | | | |
| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Immigrants | | | | | | | | | | | | | | | | | | | | | | | |
| 1. | Type the unduplicated number of students who qualify as immigrants who are LEP. | | | | | | | | | | | | | | | | | | | | | | |
| 2. | Type the unduplicated number of students who qualify as immigrants who are non-LEP. | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | Total LEP and Non-LEP Immigrant Students | | | | | |
| Part 9: Teacher Information and Professional Development | | | | | | | | | | | | | | | | | | | | | | | |
| # | Teacher Information | | | | | | | | | | | | | | | | | | Number of Teachers | | | | |
| 1. | Type the number of all of the certified/licensed teachers currently working in a bilingual/ESL assignment. | | | | | | | | | | | | | | | | | | | | | | |
| 2. | Type the estimated number of additional certified/licensed teachers that will be needed for bilingual/ESL assignments in the next 5 years. (This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in bilingual/ESL assignments.) | | | | | | | | | | | | | | | | | | | | | | |
| # | Type of Professional Development (PD) Activity | | | | | | | | | | | | | | | | | | | | | | |
| 3. | <input type="checkbox"/> | Instructional Strategies for LEP Students | | | | | | | | | | | | | | | | | | | | | |
| 4. | <input type="checkbox"/> | Understanding and Implementation of Assessment of LEP Students | | | | | | | | | | | | | | | | | | | | | |
| 5. | <input type="checkbox"/> | Understanding and Implementation of LEP Standards and Academic Content Standards for LEP Students | | | | | | | | | | | | | | | | | | | | | |
| 6. | <input type="checkbox"/> | Subject Matter Knowledge for Teachers | | | | | | | | | | | | | | | | | | | | | |
| 7. | <input type="checkbox"/> | Alignment of the Curriculum in Language Instruction Educational Programs to LEP Standards | | | | | | | | | | | | | | | | | | | | | |
| 8. | <input type="checkbox"/> | Other (Specify): | | | | | | | | | | | | | | | | | | | | | |
| # | Participant Information | | | | | | | | | | | | | | | | | | Number of Participants | | | | |
| 9. | Professional Development Provided to Content Classroom Teachers | | | | | | | | | | | | | | | | | | | | | | |
| 10. | Professional Development Provided to LEP Classroom Teachers | | | | | | | | | | | | | | | | | | | | | | |
| 11. | Professional Development Provided to Principals | | | | | | | | | | | | | | | | | | | | | | |
| 12. | Professional Development Provided to Administrators/Other Than Principals | | | | | | | | | | | | | | | | | | | | | | |
| 13. | Professional Development Provided to Other School Personnel/Nonadministrative | | | | | | | | | | | | | | | | | | | | | | |
| 14. | Professional Development Provided to Community-Based Organization Personnel | | | | | | | | | | | | | | | | | | | | | | |

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| Schedule Status: | | < Selection_Process > | | Application ID: | |
|  | | Organization: Campus/Site: Vendor ID: | | County District: ESC Region: School Year: | |
| SAS#: NCLBAAXX | | | | | |
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| Table of Contents | | PR3002 Title III, Part A | | | Instructions |
| Part 10: Program Implementation | | | | | |
| Requirement | | | | | Compliance Status |
| Needs Assessment | | | | | |
| 1. | Did the LEA determine that all teachers in Title III language instructional programs for LEP children are fluent in both English and any other language used for instruction, including having written and oral communication skills? [P.L. 107-110, Section 3116(c)] | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | | | 500 of 500 |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | | |
| | | | | | |
| Parental Involvement | | | | | |
| 2. | Did the LEA implement an effective means of outreach to parents of LEP/immigrant students to inform the parents of how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State standards expected of all students? [P.L. 107-110, Section 3302(e)] | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | | | 500 of 500 |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | | |
| | | | | | |
| Private Nonprofit School Services | | | | | |
| 3. | Did the LEA conduct a timely and meaningful consultation with participating private nonprofit school officials regarding the development and implementation of the Title III, Part A program? Note: The consultation must have occurred before the LEA made any decision that affected the opportunities of the eligible private school children, teachers, and other educational personnel to participate in the program, and continued throughout the implementation and assessment of program activities. [P.L. 107-110, Section 9501] | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | | | 500 of 500 |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | | |
| | | | | | |
| Administrative Costs - LEP Program | | | | | |
| 4. | Did the LEA meet the statutory 2% limitation on administrative costs related to the implementation of the Title III, Part A-LEP program? [P.L. 107-110, Section 3115(b)] | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | | | 500 of 500 |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | | |
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| Schedule Status: | | < Selection_Process > | Application ID: | |
|  | | Organization: | County District: | |
| SAS#: NCLBAAXX | | Campus/Site: | ESC Region: | |
| | | Vendor ID: | School Year: | |
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| Table of Contents | | PR3002 Title III, Part A | | Instructions |
| Part 10: Program Implementation | | | | |
| Requirement | | | | Compliance Status |
| Administrative Costs - LEP Program (Continued) | | | | |
| 5. | When calculating administrative costs for the Title III, Part A – LEP program, did the LEA include all appropriate administrative costs, including both indirect costs and direct costs such as administrative salaries? [EDGAR Cost Principles and P.L. 107-110, Section 9201] | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | | 500 of 500 |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | |
| | | | | |
| 6. | Did the LEA require third-party contractor(s) associated with the Title III, Part A-LEP program to break out administrative costs, which were included in the 2% limitation? [EDGAR Cost Principles and P.L. 107-110, Section 9201] | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | | 500 of 500 |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | |
| | | | | |
| Use Of Funds - LEP Program | | | | |
| 7. | Did all Title III, Part A-LEP staff who were split-funded with other funds maintain appropriate time and effort records? [EDGAR Cost Principles] | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | | 500 of 500 |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | |
| | | | | |
| 8. | Did the LEA maintain control of Title III, Part A-LEP program funds being used to provide equitable services to private school ELL students and their teachers? [P.L. 107-110, Section 9501(d)] | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | | 500 of 500 |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | |
| | | | | |
| Administrative Costs - Immigrant Program | | | | |
| 9. | When calculating administrative costs for the Title III, Part A- Immigrant program, did the LEA include all appropriate administrative costs, including both indirect costs and direct costs such as administrative salaries? [EDGAR Cost Principles and P.L. 107-110, Section 9201] | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | | 500 of 500 |
| If Yes is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA must explain the reason for noncompliance, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | |
| | | | | |


Instructions

Compliance Status

If **Yes** is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If **No** is selected, the LEA must explain the reason for noncompliance, or if **N/A** is selected, the LEA must explain why the requirement is not applicable.

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|--|--|--|-------------|--|--|
| Schedule Status: | | <Selection_Process> | | Application ID: | |
|  | | Organization: Campus/Site: Vendor ID: | | County District: ESC Region: School Year: | |
| SAS#: NCLBAAXX | | | | | |
| <Name of Grant Program> | | | | | |
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| Table of Contents | | PR6200 – Title IX, Sec 9532 School Choice Option | | Instructions | |
| Part 1: LEA Report on Persistently Dangerous Schools | | | | | |
| 1. | Did the LEA request any federal funds in 20XX-20XX under the Elementary and Secondary Education Act, as amended? | | | <input type="radio"/> Yes <input type="radio"/> No | |
| 2. | Were any students transferred from any campus due to the school being identified as persistently dangerous? | | | <input type="radio"/> Yes <input type="radio"/> No | |
| 3. | If yes, how many students transferred to another campus? | | | | |
| Part 2: Violent Criminal Incidents | | | | | |
| 1. | Did the LEA have any violent criminal incidents on any campus in 20XX-20XX? | | | <input type="radio"/> Yes <input type="radio"/> No | |
| 2. | If "yes," how many violent criminal incidents occurred? | | | | |
| 3. | Did the LEA have a victimized student? | | | <input type="radio"/> Yes <input type="radio"/> No | |
| 4. | Number of Victimized Students Whose Parents Requested a School Transfer under Section 9532 | | | | |
| 5. | Number of Victimized Students Who Were Transferred to Another Campus under Section 9532 | | | | |
| If the response to #5 is less than #4, explain the difference. | | | | | |
| | | | | | |
| 6. | Number of Campuses within LEA Boundaries to Which Students Identified in Number 4 Above Transferred | | | | |
| 7. | Number of Campuses outside the LEA Boundaries to Which Students Identified in Number 4 Above Transferred | | | | |
| Part 3: Program Implementation | | | | | |
| | | | Requirement | Compliance Status | |
| Program Coordination/Integration | | | | | |
| 1. | The district, as a condition of receiving funds under the No Child Left Behind Act, established and implements a policy requiring that: <ul style="list-style-type: none"> a student attending a persistently dangerous public elementary school or secondary school (as determined by the Texas Education Agency), or a student who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, is offered and allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. Note: If another campus is not available within the LEA, the policy should provide for other types of services to ensure the safety of the student. In addition, the LEA is encouraged to attempt to secure a cooperative agreement with another LEA to accept transfers when reasonable and appropriate. [P.L. 107-110, Section 9532] | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: The LEA is required to have the policy regardless if any campuses have been identified as Persistently Dangerous or if any students have been a victim of a violent criminal offense at school. The LEA is required to have policies in place that address both of these contingencies. A charter school is school of choice but has to be able to provide other types of services to ensure the safety of the student. <input type="checkbox"/> Copy of policy approved by the local board <input type="checkbox"/> Documentation that any student who has been affected by either of these circumstances has been offered the opportunity to transfer <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | | 500 of 500 | |
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|---|---|--|--|-------------------|---------------|
| Schedule Status: | | <Selection_Process> | | Application ID: | |
|  | | Organization: | | County District: | |
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| | | Vendor ID: | | School Year: | |
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| <Name of Grant Program> | | | | | |
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| Table of Contents | | PR6200 – Title IX, Sec 9532 School Choice Option | | | Instructions |
| Part 3: Program Implementation (Continued) | | | | | |
| Requirement | | | | Compliance Status | |
| Program Coordination/Integration (Continued) | | | | | |
| 2. | <p>The LEA notified parents that their student(s) may transfer to a safe public school</p> <ul style="list-style-type: none"> at least within 14 calendar days of the start of the school year for students enrolled in a persistently dangerous school, or Generally, within 14 calendar days of the incident for students who are victims of a violent criminal act. <p>is offered and allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. [P.L. 107-110, Section9532]</p> | | | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| <input type="checkbox"/> Copy of written notification procedure <input type="checkbox"/> List of campuses identified as Persistently Dangerous Schools. The PDS list is posted on TEA's web site under No Child Left Behind and Title IX, Unsafe School Choice Option. [If LEA has no campuses on PDS list, this serves as documentation that the LEA has met the part of this requirement related to PDS.] <input type="checkbox"/> Violent Criminal Acts are those reported under Public Education Information Management System (PEIMS) 425 Record Action Reason codes 17, 18, 19, 28, 30, 32, and 46. The LEA can access Discipline Reports available through the following link: http://ritter.tea.state.tx.us/adhocrpt/index.html <input type="checkbox"/> Letters to parents of any student who has been affected by either of these circumstances, documenting the offer of the opportunity to transfer <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. | | | | | |
| <input type="checkbox"/> The LEA had no campuses identified as Persistently Dangerous schools and the LEA had no students who were victims of a violent crime. | | | | | |
| C. If compliance status is No, complete the Explanation of Compliance Status: | | | | | 500 of 500 |
| | | | | | |
| 3. | <p>If the district consolidates administrative funds for NCLB programs, the district does not use any other funds under the NCLB programs included in the consolidation for administration for the fiscal year of the consolidation. [P.L. 107-110, Section 9203(c)]</p> | | | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| <input type="checkbox"/> Records showing consolidation of administrative funds, including names of programs included and amount of funds contributed by each program <input type="checkbox"/> Records showing that no other NCLB program funds were used for administrative costs during that grant year | | | | | |
| B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. | | | | | |
| This response will be compared with the NCLB Consolidated Federal Grant Application BS6001 – Budget Summary and Support – Part 1: Available Funding – Consolidated Administrative Funds. <input type="checkbox"/> The LEA does not consolidate administrative funds for NCLB programs. | | | | | |
| C. If compliance status is No, complete the Explanation of Compliance Status: | | | | | 500 of 500 |
| | | | | | |
| Part 4: Additional LEA Data (Optional) | | | | | |
| | | | | | |
| | | | | | |

Schedule Status:

<Selection_Process>

Application ID:

eGrants Application

TEXAS EDUCATION AGENCY

SAS#: XXXXXXXXX

Organization:

Campus/Site:

Vendor ID:

County District:

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PR6400 Homeless Students Enrolled

Instructions

Part 1: Homeless Students Participation

1.

Did the LEA provide services to homeless students through the McKinney-Vento Program (TEXSHEP)?

☐ Yes ☐ No

Part 2: Counts and Primary Nighttime Residency

| | Unduplicated Homeless Count | | Unduplicated Number of Homeless Students at Any Time During the Year by Primary Nighttime Residence | | | |
|------------------------------------|---|-------------------------------|---|-------------------------------|--------------------------------|-------------------------------------|
| Grade | Number of Homeless Students in McKinney Vento Program (TEXSHEP) | Number of Unaccompanied Youth | Number of Students in Shelters | Number of Students Doubled Up | Number of Students Unsheltered | Number of Students in Hotels/Motels |
| Age 0-2 | | | | | | |
| Ages 3-5 (Not Enrolled in PK or K) | | | | | | |
| Total | | | | | | |

Part 3: Additional LEA Data (Optional)

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